

## Beginning with Fiction

### Lesson Preparation

Daily Lesson 6	READING	
	TEKS	Ongoing TEKS
<b>Key Understanding s and Guiding Questions</b>	E1.Fig19A E1.15Ci	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> <li>— How can you use questioning to read the world?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Literal question</li> <li>• Interpretive question</li> <li>• Evaluative question</li> <li>• Universal question</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Fiction text (class set)</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Continue to use the short story or novel from Daily Lesson 4.</li> <li>3. Review the four levels of questioning and prepare a relevant example of each.</li> <li>4. Locate Anchor Chart: Reader's Toolbox</li> </ol>	
<b>Background Information</b>	<p>Effective readers ask questions of the text before, during, and after reading. Asking questions of the text gives readers a focus for reading and helps them read more deeply. In middle school, students asked questions on all four levels. In high school, it is important to review and continue to ask upper-level questions with more complex texts.</p> <ul style="list-style-type: none"> <li>• Literal question - knowledge level, fact-based question (e.g., who, what, when, where, why, and how questions), questions asked for clarification</li> <li>• Interpretive question - may have more than one answer and requires that the answer(s) be supported with evidence from the text (e.g., What does this mean?)</li> </ul>	

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	<ul style="list-style-type: none"><li>• Evaluative question - asks for an opinion, a belief, or a point of view. Responses may represent different perspectives and should be supported with evidence from the text. (e.g., Do you agree or disagree? What do you feel about this? What do you believe about this? What is your opinion about this?)</li></ul> <p>Universal question - an open-ended question that is raised by ideas in the text and transcend social and cultural boundaries and speak to a common human experience (e.g., What does the character believe in? What is the main character willing to fight for? How does this story give you a better understanding of human nature?)</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“Write multiple entries that include personal and world connections, thoughts, and responses to literary texts and media.”</i></p>
Teacher Notes	

## Instructional Routines

### READING

Daily Lesson 6	
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students use questioning to interpret a fictional text.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Share the quote, "The power does not lay in the answer, but in the question." Ask: <b>What do you think this means? Can this be true?</b> Discuss responses.</li> <li>2. Refer to the Anchor Chart: Reader's Toolbox and share that as students review and learn new strategies for thinking and reading, these strategies will be added to the chart as a daily reminder.</li> <li>3. Explain that the strategy they will focus on is questioning. Recap for students the four levels: <i>Literal, Interpretive, Evaluative, Universal</i>)</li> <li>4. Review each type of question and provide an example of each. Instruct students to record the information in the Reader's Notebook for future reference.</li> <li>5. Refer to a section of the text students have already read and have students create a question for each level of thinking with an <b>Elbow Partner</b>.</li> <li>6. Instruct <b>Elbow Partners</b> to join with another pair, share their questions, and verify if the questions are correctly leveled. Ask: <b>Which type of question led to the most reflection and interpretation? Which type of question will help you read the world more deeply?</b> Discuss responses.</li> <li>7. Explain that students will now apply questioning to the text they are reading. Instruct them to select one section of the text as they read or after they read to reflect on more deeply. Students will then write a question for each level.</li> <li>8. Explain to student that they will also write an interpretative response to one of the evaluative or universal questions they have posed. Their response should be an opinion, not just a summary or literal explanation of what the author wrote. Remind students that readers are also thinkers and that their thoughts should be evident in their response.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students read a designated section of the short story or novel silently or in their <b>Collaborative Groups</b>.</li> <li>2. Students work independently to question a part of the text that stood out to them the most.</li> <li>3. Students share their evaluative and universal questions with group members and discuss the text.</li> </ol>

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	<p>4. Students select a question and write it at the top of a blank page in the Reader's Notebook. Students write an interpretative response to their question.</p> <p>5. Monitor students and provide assistance as necessary. Work with small groups or individuals as needed.</p>
Closure	<p>1. Ask: <b>How can you use questioning to read the world?</b> Discuss responses.</p> <p>2. Add "Questioning" to Anchor Chart: Reader's Toolbox.</p>